

Annual Goals for Teacher Shortage Areas: Special Education - Alternative Route

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
Alliant International University	Special education	2010-11	25	Yes	The special education program reached its goal for two reasons: First, Alliant increased the number of partner districts, thereby increasing the number of new special education teachers who could complete the program. Second, the turnover of special education teachers was high during the 2010-11 academic year so hiring increased and that positively affected enrollment in Alliant's special education program.	Lesson learned: Continue working with school districts to recruit candidates.
Azusa Pacific University	Special education	2010-11	20% increase	Yes	<p>The current budgetary climate in California impacted and shifted school district's enrollment and services for students with disabilities in the K-12 setting. The Department of Special Education aligned the program options for credential as well as Masters degree to the school districts current needs in addition to preparing candidates to be more marketable in the field of education. The following programs are part of the Azusa Pacific University's, Special Education Department's program offerings:</p> <ul style="list-style-type: none"> •A 50% part-time recruiter continued to target Special Education recruitment. Information meetings and the admission process has been revised and improved. •Clear Education Specialist Credential is aligned to the Mild to Moderate and Moderate to Severe Programs, including Intern Credential standards aligned to CTC, resulting in documented significant increase in student enrollment. •Added Authorizations in Special Education includes Autism, Resource Specialist Program, and Emotional Disturbance 	<p>To continue with the alignment, update and transition the Mild to Moderate and Moderate to Severe Credential Programs, to the new Preliminary and Clear Education Specialist Standards. Prepare and update in order to implement the Preliminary and Clear Education Specialist Credential for guidelines required by the CTC, as per Ed. Code Section 44227(a). The Department of Special Education committee executed the following plan:</p> <ul style="list-style-type: none"> •Azusa Pacific University's Special Education Department's Clear Education Specialist was the first university in the state of California to receive approval for the new credential program. •Preconditions for all professional preparation programs were met as per Ed. Code Section 44227(a) and each program adheres to the requirements outlined by the Commission. •All nine Common Standards, for the Clear Education Specialist Credential program, were met and aligned to the California Standards for the Teaching Profession (CSTP) and the seven Induction Program Standards, for
Brandman University	Special education	2010-11	150	No	We exceeded our goals this year due to candidate interest in the new preliminary as well as increased outreach efforts. We also saw growth in candidates pursuing both a general and special education credential. Although the general job market for education is difficult, employment in special education continues to be available.	We do anticipate our Level 1 candidates to push to finish their programs, as the timeline for the Level 2 being available is growing shorter each year. We anticipate a majority of our special education candidates will be completing the program via the intern option.

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California Baptist University	Special education	2010-11	Increase enrollment by 5%	Yes	Targeted multiple subject candidates who were having difficulties securing employment.	Our efforts raised the question of commitment to the children i.e., finding candidates committed to excellent teaching rather than simple improvement in employability
California Lutheran University	Special education	2010-11	Increased enrollment	Yes	We have redesigned our special education programs and are expanding recruitment efforts. We have implemented the use of YouTube by posting our videos on there, marketing "ambassadors" and using alumni for networking.	Continue to strengthen this aspect of our program along with creating hybrid courses, live chats during courses and web training.
California State Polytechnic University, Pomona	Special education	2010-11	See description below	Yes	1) Increase the number of MS and SS credential holders who add an ES credential. Description of strategies used to achieve goal: 2) Increase communication with induction program support directors to provide information to teachers 3) Contact unemployed graduates. 4) Develop and offer online Autism Spectrum Disorders Certificate.	1) Continue to disseminate information via electronic means 2) Emailed information to BTSA Regional participants; local area school districts; MS and SS candidates already in Cal Poly Pomona's program. Posted flyers in campus buildings. Email information to relevant undergraduate programs (Liberal Studies, EWS). 3) Contacted unemployed MS and SS graduates to entice into obtaining an additional credential to increase employability. 4) Offered online certification in Autism Spectrum Disorders for all teachers. Program is offered through the Extended University as a four-course sequence. Those successfully completing the certificate were provided information on using their success to also become fully credentialed in special education 5) Held face-to-face introductory sessions on becoming a special education teacher 6) Invited Human Resources directors from local school districts to talk to alumni group about the hiring process and preference for special education teachers 7) Met with district person
California State University, Bakersfield	Special education	2010-11	Increase enrollment	Yes	The development of brochures, the dissemination of information (flyers), and a website.	Increase the number of orientation sessions and provide summer advising.

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California State University, Channel Islands	Special education	2010-11	Maintain current number	No	Continue to support teacher candidates working under internship credentials. Recruit teachers who have multiple subject credentials and have not found jobs to return to school and pursue a special education credential.	Communicate regularly with directors of special education within the community to facilitate their understanding of CSUCI Education Specialist Internship Program. Continue to advertise and recruit for CSUCI Education Specialist Internship Program
California State University, Chico	Special education	2010-11	Increase number	Yes	The Next STEPS program, which was piloted in 2008-09, is a concurrent program for candidates seeking both a secondary credential in a content area and an education specialist (K-12) credential. Two other new programs, funded by a Teacher Quality Partnership Grant began development in 2009-10. The Rural Teacher Residency Program (RTR) is an 18-month master's and credential program for elementary and special education candidates, who work together as a cohort in coursework and in the field. Nine candidates, including three in special education, were accepted into the first cohort, who began the program in summer 2009. Twenty-two candidates were admitted for the second cohort in 2010-2011. The Integrated Teacher Education Core (ITEC) is a four-year undergraduate program combining a bachelor's degree in Liberal Studies with a minor in special education and a credential in either elementary or special education. A bilingual authorization can also be added. The first cohort of ITEC candidates accepted 25 candidates	The Next Steps Program has had two additional benefits. The first is that it has focused faculty attention on integrating evidence-based practices in special education into the secondary classroom. The second is that it has put secondary education specialist candidates in courses with other secondary candidates, thereby creating opportunities for applying two perspectives in seminar discussions. The RTR program has been particularly effective in helping candidates to see teaching as a process that requires collaboration between teachers on grade level teams and between special and general educators working on tiered interventions. The special education minor that is part of the ITEC program will better prepare elementary teachers to meet the needs of special populations. We are beginning to see the effect of encouraging candidates who might have initially planned to pursue an elementary credential to consider changing to special education.

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California State University, Dominguez Hills	Special education	2010-11	Maintain enrollment	Yes	<p>Goal: Maintain 2010-11 levels of enrollment in the Special Education credential programs, throughout the transition of old programs to new ones in response to new state standards.</p> <p>Strategies Used:</p> <ul style="list-style-type: none"> • recruitment of Liberal Studies, Child Development, and other majors from CSUDH and other institutions • active advisement of Liberal Studies majors in their upper division classes • recruitment from local districts, among paraprofessionals and credentialed elementary and secondary teachers • information sessions and SPE orientation sessions, with well-developed recruitment materials including a CD featuring a video with graduate testimonials • recruitment at job and graduate school fairs • SPE website and print presence on campus and in local districts • obtaining campus and program data to inform our recruitment efforts • Advisory Committee Meetings with partners inform them of our program; they are updated regularly; • Presentations at meetings and conferences provide additional information 	<p>In Spring 2011, as a response to state mandates, the Special Education Program began admitting candidates to the revised initial Education Specialist Preliminary Instruction Programs: Mild/Moderate, Moderate/Severe, and Early Childhood Special Education. We anticipate being able to meet district needs for teachers who are prepared to work with children and youth from Preschool through age 21. All programs now provide preparation for instructing children and youth across the autistic spectrum. School districts, charter schools and Non-Public (NPS) schools continue to hire intern teachers who are educated and trained through an alternative credential pathway. Candidates in all three Education Specialist Credential programs begin their programs with the following pre-service classes: SPE 480 Educating Exceptional Children and Youth, and SPE 481 Educating Diverse Learners with Exceptionalities. These classes provide an overview of disabilities, service structures, legal issues, and the process for implem</p>
California State University, East Bay	Special education	2010-11	0	Yes	<p>Candidates seeking initial certification in special education at this university must already possess a teaching credential or complete the initial certification in multiple subject teaching in conjunction with the special education credential. Therefore, initial certification in special education is not considered a Program Completer for Title II Reporting purposes.</p>	

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California State University, Fresno	Special education	2009-10	85% by 2015	No	Use data from annual CTQ survey to make continual improvements in SPED.	<p>Secondary Ed: 06-07 = 69%, 07-08 = 77%, 08-09 = 71%, 09-10 = 78%</p> <p>Elementary Ed: 06-07 = 76%, 07-08 = 77%, 08-09 = 74%, 09-10 = 84%</p> <p>Steps to improve include:</p> <ul style="list-style-type: none"> •SPED faculty in the Kremen School revised the Education Specialist program and meet approval by both the university and CCTC •All teacher education faculty participated in a 3-hour tele-conference with other CSU campuses on strategies for teaching special needs students inclusive settings •Hired one new SPED faculty for the 2011AY
California State University, Fullerton	Special education	2010-11	See below	Yes	<p>Goal: To increase the number of trained teachers in the field of special education by 5%.</p> <p>The goal was met in the area of early childhood. The following strategies were used:</p> <ul style="list-style-type: none"> • New student organization for early childhood special education with collaboration from numerous departments across campus – undergraduate students were involved in workshops, webinars, community activities, and social groups to encourage interest and activism in the field of early childhood special education • Recruitment at local conferences and school districts through the I:DREEAM grant which supports new early childhood teachers • Improved, user-friendly website • Coordinator-model of support where students meet the candidates at the admissions interview, follow up with emails and phone calls, advise the students throughout the program, and meet with them in fieldwork and intern seminars • Pre-orientations held each semester as well as program overviews for candidates that have an interest in applying 	By following an organized tracking system with a new assessment coordinator, students in each program are being coded correctly. This means that the program coordinators can monitor their progress throughout the program and support them along the way. Program coordinators also attend advisement sessions at the Center for Careers in Teaching to encourage undergraduates from diverse majors to consider early childhood special education.

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California State University, Long Beach	Special education	2010-11	45	Yes	There are several strategies we used to achieve our goal: provide ongoing program advising, provide course offering each year (and at convenient times) that assure timely completion of the program, and maintain strong partnerships with local school districts and community colleges. Additionally, we offer an intern program option for candidates who hold positions in schools and need to obtain an Education Specialist Credential.	Strong advisement is a cornerstone of our Education Specialist Credential Program. We will continue to provide each student with an individual faculty advisor. Additionally, we have very strong partnerships with local school districts and community colleges, particularly Long Beach Unified School District and Cerritos Community College. We have a specific route within the "Teacher Trac" partnership with Cerritos CC that funnels students into the Integrated Teacher Education Program Education Specialist track at CSU Long Beach. We are also increasing our participation in the UTeach Program in Teacher Education. Efforts for outreach and recruitment have also increased college-wide and we are participating in those activities as well.
California State University, Los Angeles	Special education	2010-11	increase applications 10%	No	We increased our collaboration with schools and school districts to increase our applicant pool with para-educators in special education teacher preparation. However, due to the extraordinary teacher lay-offs in California, we were unable to convince more teacher education applicants to apply in special education.	Continue to solicit Special Education Intern Grants from the California Department of Education with an emphasis on recruitment.
California State University, Monterey Bay	Special education	2009-10	# of Education Specialist	Yes	Goal: Increase the percentage of students who have been credentialed in Special Education by 5%.	Goal met by increased recruitment efforts.
California State University, Northridge	Special education	2010-11	340 FTES	Yes	344.2 FTES. We actively recruit candidates for special education teaching (MM, MS, DHH, ECE) online, in person on and off campus. The Special Education department provides an opportunity for Special Education Teacher Candidates to apply for a program with stipends of up to \$30,000 through a Teacher Quality Partnership Grant, funded by the American Recovery and Reinvestment ACT.	

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California State University, Sacramento	Special education	2011-12	See Traditional Report	No		
California State University, San Bernardino	Special education	2010-12	program assessment	Yes	As enrollment at the CSUSB campus in the special education programs has been more than adequate, a move to focus on assessment of program effectiveness was under-taken. Program faculty have identified appropriate data to inform candidate performance & program effectiveness and develop data collection system to evaluate 2010-11 data. Goal will be met when a representative sample of data is entered & prepared for initial analysis. Report will be submitted to the CA Commission for Teacher Credentialing Spring 2012.	According to accrediting agency requirements, four sources of data collection were identified & program faculty identified the relevant sources of data. The program will develop a spreadsheet & obtain personnel for data entry. Additionally, the special education programs have developed a route for Multiple Subjects students to enter into the special education program.
California State University, San Marcos	Special education	2010-11	See Description below.		<p>Goal (2008-09): Improve performance on CSU Exit Survey so that fewer graduating candidates and their supervisors indicate they are less prepared to meet the needs of students with special needs in the regular education classrooms. Goal met? Unknown – we do not see the impact of curricular changes until at least two years after change is implemented.</p> <p>An analysis of interim data suggests that curriculum efforts in the Single Subject program are having a positive impact on credential graduates' preparation in this critical area. The Multiple Subject program interim data indicate less of a positive impact and that program faculty must carefully attend to curriculum alignment and review in this areas.</p> <p>1. Special education and teaching and learning faculty spent considerable time and effort in creating signature assignments and class activities that focus on developing regular education teachers' skills sets to work with special needs students within a year long sequence of credential classes.</p>	<p>1. Curriculum development must include a plan for constant reflection, update and revision.</p> <p>2. Time and space must be devoted to support faculty in these endeavors.</p> <p>3. Mentoring of adjunct faculty is essential to maintain fidelity to the course structure and outcomes.</p>

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California State University, Stanislaus	Special education	2011-12	Increase enrollment 15%	Yes	To increase the number of qualified applicants, we revised web site and held informational meetings for undergraduates.	Developed a growth plan and recruitment strategies aimed at Exceptional Children & Youth Liberal Studies students and outreach of transfer students from three community colleges in proximity to the university. Participated in the Transition from Student to Teacher Conference. Flyer will be developed to address the concurrent credentials ESCP, MSCP and SSCP. Also, ASD added authorization has been approved for Fall 2012
Chapman University	Special education	2010-11	3	Yes	Not Applicable.	The market in southern California has decreased due to the economy and we will be pursuing a marketing campaign over the next few years to recoup.
Claremont Graduate University	Special education	2010-11	25	No	Once again, outside fellowships in addition to institutional funds are key to recruiting sufficient numbers of quality candidates in high need fields. We have had two federal OSEP grants to help us increase our numbers in special education.	We are working to recruit more candidates in the low-incidence field of special education. We do have a federal grant, however the incentives may need to be larger. We have made a request on our OSEP grant to double the fellowship amount in an effort to recruit more teacher candidates into special education, most notably, low-incidence disability areas.
Dominican University of California	Special education	2010-11	12	Yes	Dominican University of California received an \$800,000 grant from the Office of Special Education Programs, Department of Education Grant to fund 80% of a credential candidate's tuition.	
Fortune School of Education	Special education	2010-11	Please see below.			

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Fresno Pacific University	Special education	2011-12	2	Yes	Fresno Pacific University's home campus (Fresno, CA) will partner with Fresno Unified School District (FUSD) during the 2012-2013 school year to provide an opportunity for students who are participating in the Transition to Teaching program sponsored by FUSD and concurrently enrolled in a Preliminary Education Specialist program at Fresno Pacific University to achieve an accelerated pathway into an internship program. FUSD will choose candidates to participate in the Transition to Teach program. FPU will have candidates complete a full admission process and one semester of coursework, and an additional application process for the internship program. FUSD will hire candidates as interns in classroom placements that match the candidates' courses of university study. Fresno Pacific will provide field support through a University mentor. FUSD will provide field support through a local mentor. Candidates will participate in a series of workshops provided by FUSD and concurrently in course work provided by Fresn	FPU anticipated the majority of candidates to participate in the program as intern candidates. Due to community hiring adjustments, the candidate population was evenly distributed between intern candidates and traditional candidates. Numbers continue to grow in the traditional candidate population.
High Tech High	Special education	2010-11	n/a	No		At HTH, we do not function in this manner. We employ teachers based on need and if they do not have a teaching credential, then they enter our teacher credential program.
Holy Names University	Special education	2010-11	5	No	Continued collaboration with our Special Education Community Advisory Council	Special Education Community Advisory Committee made recommendations to provide services to children with Autism courses to begin Fall 2010. (for new Education Specialis program standards - August 2010) Beginning Spring 2011, offering Autism Authorization for current Education Specialist Mild/Moderate credential holders. New Education Specialist courses began Fall 2010
Humboldt State University	Special education	2010-11	Specialized Instruction	Yes	Development of an added authorization in Autism Studies. This authorization has been provided to regional teachers with inservice programs.	Curriculum in level 1 and level 11 credentials has been realigned to meet state standards and provide enhance preparation in autism studies.

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Los Angeles Unified School District	Special education	2010-11	Based on District Need	Yes	monthly informational meetings, university/college recruitment fairs, job fairs, online job fairs, and District online information	
Loyola Marymount University	Special education	2011-12	15	Yes	Hosting info sessions for those interested in special education; attending graduate school fairs; coordinating efforts with the special education program to facilitate the process for students who want to transition from traditional education to special education; maintaining our strong partnership with Teach For America (TFA) to identify prospective special education teachers.	Improve relationships with local charter schools to identify candidates in this high need area; find ways to speak directly to undergraduate students in special education classes; place ads in relevant magazines and educator newsletters.
Mount St. Mary's College	Special education	2010-11	10%	No	Goal: Increase the number of Education Specialists who are prepared and competent to teach students with special needs. We have reached out to our Undergraduate students to assist them in creating a program that allows them to complete both their Elementary and Education Specialist credentials within 5 years. It is important to note that our interns are in the same courses as our traditional candidates. The only difference is that the interns are working as the teachers of record while and are supervised throughout their credential program. The university hired college supervisors directly observe and support the candidates in their own classrooms. Specifically, the college supervisors provide direct feedback on how candidates demonstrate their competency in the areas of instruction, content knowledge, classroom management, assessments, and how they ensure that all students are learning. The preparation in the credential coursework to meet students' needs is the same for interns as for our other	We have revised our program to include gen ed and education specialist students in the same courses in order to a) increase the number of gen ed teachers who can work more effectively with special needs students and b) to attract more Education Specialist teachers by offering a program that better supports the challenges they face in the classroom. We also continue to monitor students' progress on Cal-TPE #4 (making content accessible for students with special needs), Cal-TPAs (adaptations for diverse learners) and supervised teaching to ensure that the skills learned in our classroom are being demonstrated and generalized in their classrooms. In addition, our candidates have reported informally that they have found this effort of special education infusion to be extremely useful and meaningful. This task will be examined this coming year to possibly include it into their portfolio assessment.
National Hispanic University	Special education	2009-10	10	Yes	- Information regarding availability of Internships for district hires - On-going enrollment through the year rather than twice a year helped enrollment	

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National University	Special education	2010-11	Increase enroll by 7%.	No	There were limited job opportunities.	Increase awareness of new improved curriculum for our Education Specialist programs. Admissions Advisors at all locations were provided training and materials to help support their recruitment activities in this area.
Notre Dame de Namur University	Special education	2011-12	7	No		Increased enrollment means larger class size, so we capped class size. New SPED director. Program enhancements in transition to preliminary/clear structure.
Orange County Office of Education	Special education	2010-11	Assess Other Needs	Yes	Assessment of the need for additional Education Specialist credentials: Language and Academic Development Credential. We surveyed present HR Administrators, Site Administration, and participated in LAD focus groups. A planning group was convened to develop a curriculum based on approved standards for the LAD credential. A draft LAD program is being developed.	The LAD credential was officially approved in late 2011. Currently, there is a moratorium in place at the CTC for new program submissions. We are in a holding pattern until more information is available.
Pacific Oaks College	Special education	2010-11	5	No	Increased advisor office hours; increased tutoring resources; increased student services availability	Increase marketing and admissions outreach and counseling; increase networking opportunities; increase contact with local school districts
Point Loma Nazarene University	Special education	2010-11	12	Yes	Worked with LEAs to provide instruction to current, in-service classroom teachers to add authorization to teach special education	Continue to work with LEAs to increase numbers of participants in these programs
San Diego City Unified School District	Special education	2012-13	NA	Yes	Hired intern support providers (sp) that held the same credential area as the intern candidates.	Due to the fact that our program was being phased-out, we did not accept new interns into the program, we only completed with the candidates we had. This enabled us to hire support providers with matching credentials.
San Diego State University	Special education	2009-10	N/A		The alternative program is designed to help districts where there are not enough credentialed teachers to meet the district needs. There are not goals to increase the number of teachers prepared in this program.	
San Francisco State University	Special education	2010-11	20	Yes	As a high-need area, Special Education has many applications from interns to enter the credential program.	

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San Jose State University	Special education	2011-12	NA	Yes	No goals for the intern program because interns are determined by the districts availability.	
Santa Clara University	Special education	2010-11	as many as possible	Yes	The School of Education and Counseling Psychology deploys its new Recruitment and Outreach Coordinator to recruitment events throughout the State. These include visits to specific universities within close proximity to Santa Clara University as well as fairs highlighting professional programs in education. Our recruitment officer focuses attention on all programs and academic awards within the Department of Education.	Moving forward, we are examining our recruitment goals and hope to adjust our strategy as necessary.
Sonoma State University	Special education	2010-11	Meet teacher shortage	Yes	The Education Specialist (E.S.) program is designed as a comprehensive program of special education teacher preparation in support of our service area. Demand continues to exist for qualified fully-credentialed special education teachers and our program was recently approved to offer both the new Preliminary E.S. credential for candidates seeking the Mild/Moderate or Moderate/Severe specialization. The program faculty examined the new standards and successfully responded to CTC program submission requirements. In addition, SSU also pursued the new Communication Development credential although this was subsequently placed on hold throughout the State.	Program faculty, in collaboration with our P-12 partners, examined the new standards in light of the prior pedagogical program areas of success. Key elements seen as important remained embedded in the new program design. In addition, as we designed the new program, we sought to streamline the pathways for candidates who already have a prior California general education credential as well as develop a pathway for candidates new to the profession. The new program design reflects the different needs of these two groups and encourages a staggered admissions process accordingly.
St. Mary's College of California	Special education	2010-11	0	Yes	In California the only alternative route to certification that is available requires that the candidate be hired by a public school district prior to admission to the alternative program. The KSOE has no control over the either the vacancies or employment decisions of our local school districts. The first employment choice of the district must be a fully credentialed teacher, if available. The KSOE supports all of our qualified candidates who receive offers of employment as interns.	

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Touro University	Special education	2010-11	Autism Spectrum Disorder	Yes	By obtaining a dOE grant to offer a MA in ASD. This has afforded this institution the opportunity to offer a MA to current Education Specialist Preliminary and Clear. To increase the knowledge of the disorder and to offer early intervention.	Offer an ASD add authorization and MA ASD to all those individuals that currently are working with and will continue to work and meet the needs of ASD student in the 21st century.
University of California, Riverside	Special education	2010-11	Recruitment	Yes	Recruitment events target undergraduates and alumni for Open House events. Foundational level education courses are open to undergraduates so they can gain more knowledge about a career in special education. The Graduate School of Education has two graduate degree programs in special education that allow those candidates to complete licensure requirements and a master's degree. New coursework has been implemented in response to the new California standards in special education.	Additional measures will be made to include bilingual education into the special education curriculum. Future school sites and placements has been identified and the curriculum has been updated to include this content. There has been better communication with the local districts and county offices of education to promote the special education program. These partnerships should assist in attracting general education teachers and paraprofessionals into the special education program.
University of LaVerne	Special education	2010-11	Added EL Authorization	Yes	The Special Education program was approved by the credential commission as having the EL Authorization embedded in the Level I and Level II programs. Developed coursework for implementation of Preliminary/Clear credential program to begin fall 2012.	Ongoing analysis of EL during student fieldwork, and from program graduates, will determine effective strategies and areas of improvement.
University of San Francisco	Special education	2010-11	Increase by 25%	Yes	We send letters and flyers to schools and district offices, attended district intern meetings and recruitment fairs, encouraged alumni to participate in recommending teachers and paraprofessionals to obtain special education credentials, increased advertising in print and media, revised and improved website describing advantages of our program, held additional recruitment meetings and open houses at the university, emphasized social justice and developing skills to work with diverse, urban learners in our program.	Our strategies appear to have been successful in attracting more applicants and in attracting people with some experience in the field of education. Strategies have not been as successful in attracting persons of diverse cultural, language, or racial backgrounds into special education. We will increase outreach to paraprofessionals by targeting them with presentations in school districts.

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University of the Pacific	Special education	2010-11	2	Yes	We include undergraduates in pursuing a special education teaching credential. We have many attempting both a Multiple Subject and Educational Specialist credential. We are targeting some general education classroom teachers who want to add a special education credential.	We will continue to inform undergraduates in liberal studies and in single subject fields of the option to take courses in the special education credential program. We are more broadly publicizing our Master of Education and Education Specialist program. We are targeting some general education classroom teachers to consider a special education credential to improve their employment prospects.
Whittier College	Special education	2011-12	Education Specialist Cred	Yes	Goal: Submit a program proposal to the California Commission for Teacher Credentialing for an Education Specialist: Mild/Moderate teaching credential. Descriptions of strategies used to achieve goal: 1. Recruited and hired a tenure track special education faculty member to develop a Mild/Moderate Education Specialist credential program. 2. Created a special education program that emphasized co-enrollment of elementary and secondary teacher candidates in core classes embedding special education content/skills in the general education curriculum. Preliminary Education Specialist Credential was approved in spring 2011. 3. Preliminary Education Specialist Credential was approved in spring 2011.	Utilize the expertise of new special education faculty member to orient general education faculty members to latest research and practices in serving children with special needs.